DOCUMENT RESUME

ED 456 851 IR 058 303

AUTHOR Hayes, Charles
TITLE Curriculum Design/Instruction in Library Research Skills.
PUB DATE 2001-00-00
NOTE 20p.
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; *Curriculum Design; Curriculum Development; Information Literacy; Information Skills; Instructional Design; Instructional Development; *Library Skills; *Student Research; *Two Year College Students; Two Year Colleges

ABSTRACT

The purpose of this curriculum design is to teach college students library research skills. The gap in the existing condition is that students entering college for the first year are unable to do a college level research paper because they lack the necessary library research skills. This is the existing condition. To train students to improve their library research skills will result in the expected condition. This in turn will bridge the gap between the existing and the desired conditions. The target audience consists of community college students and adult learners. The methodology is to examine the data gathered from interviews and questionnaires to determine the gap between the students' existing knowledge of library research skills and the existing library research skills offered at college. Participants consist of freshman college students and adult learners, ages 18 to 60. The teaching faculty and librarians are also involved in a teaching and instructional consulting capacity. Results from analysis of the questionnaires indicate that there are four areas of research that are used in most libraries: card catalog, reference area, computers, and periodicals. It appears that students have more success with accessing materials from the card catalog and the computer. It is recommended that a curriculum design be developed to train students to be proficient in library research skills in all areas of the library. The Curriculum Design Plan is outlined, with instructional components, activities and the lesson plan. (AEF)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 456 851

7952 South Wabash Avenue
Apt 1b
Chicago, Illinois 60616
Telephone 773 488-3080

Curriculum Design/Instruction In Library Research Skills By Charles Hayes

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

C. Hayes

IR058303

BEST COPY AVAILABLE

Part I

Curriculum Design Format

1. *Nature of the Curriculum Design.....1*
2. *Target Audience.....1*
3. *Needs Assessment.....1*

Phases for conducting a needs assessment

1. *Phase I: Planning.....2*
2. *Phase II: Collecting Data.....3*
3. *Phase III: Data Analysis.....4*
4. *Phase IV: Final Report.....5.6*

- *Curriculum Philosophy.....6*
- *Curriculum Goals.....7*
- *Curriculum Objectives.....7*
- *Curriculum Design.....8*
- *Curriculum Design Methodology.....9*
- *Related Curriculum Areas.....9*

Part II

Instructional Component.....10

1. *Unit; Title; Time allowed for Learning; Preview.*

Concepts.....10

2. *Instructional Goals; Instructional Objectives;*
3. *Activities.*

Suggested Materials and Equipment.....11
Standard Vocabulary/and/or Terminology.....11
Contributing Individual.....8
Difficult Vocabulary and Terminology.....8
Instructional Evaluation.....11

Part III

Lesson Plan.....12

1. *Title*
2. *Level*
3. *Time span*
4. *Instructional Goals*
5. *Instructional Objectives*
6. *Instructional Activities*
7. *Evaluation Techniques*.....13

Part I

- *The nature of this curriculum design is to teach college students library research skills.*
- *The target audience consist of college students and adult learners; The age group of these students range from 17 to 60.*
- *The need here is a felt need of the target audience. This need is based on an individuals desire to improve their basic performance in library research skills to prepare better research papers to improve academic grades on test which will lead to a higher grade point average and completion of their college program.*
- *The gap in the existing condition is that students entering college for the first year are unable to do a college level research paper because they lack the necessary library research skills. This is the existing condition. To train students to improve their library research skills will result in the expected condition. This in turn will bridge the gap between the existing condition and the desired expected condition.*

Phase I

- *Planning:*
    1. *The Target Audience consist of Community College Students and Adult learners.*
    2. *The Strategy for gathering needed information about the target audience will be through questionnaires submitted to the students and teaching faculty.*

- *Analysis: The methodology will be to examine the data gathered to determine the gap between the students existing knowledge of library research skills and the existing library research skills offered at college.*
- *Participants: The target audience will consist of freshmen college students and adult learners ages 18 to 60. The teaching faculty and librarians will also be involved in a teaching and instructional consulting capacity.*

Phase II

- *Collecting Data: A sample of the target audience will be taken from district 508 of the Community College.*
- *Sample Size: The sample size will consist of 5% of 100 freshmen entering college for the fall of 2000 and 7% of 500 of adult learners entering college for the fall of 2000.*
- *Scheduling: Interviews will be scheduled with senior high school students who plan on entering college for their first year in district 508. Questionnaires will be given to adult learners who completed the first semester of their freshmen year. The following week the data from the interviews will be collected and the questionnaires will be given to the students at any time during the day. The student will be asked to fill out the questionnaire at that time and return it promptly.*

Phase III

- ***Data Analysis: The data has been collected. The questionnaires are scored as to what library research skills are more often used to acquire information and is considered more important by the participants.***
- ***Analysis: It is discovered that there are four area's of research that are used in most libraries; Card Catalog, Reference area, Computers and Periodicals.***
- ***Prioritization: From the data gathered and analysis it appears that students have more success with accessing materials from the card catalog and the computer. Library research skills will be enhanced in these two area's of research.***

Phase IV

Final Report

- ***Purpose:*** *The purpose of this study was to determine what skills to teach the college students that would allow them to do an adequate college research paper. And to determine if the existing library research skills program at the college are adequate enough to be used to train the students with at present and in the future.*
- ***Process:*** *Interviews were held with 5% of 100 freshmen students entering college for the fall of 2000, and questionnaires were given to 7% of 500 of the adult learners entering college for the fall of 2000. These interviews and questionnaires were held and given in district 508 of the community college. A comparison was made in regards to what library tool (Computer, Reference, Periodicals, or Catalog) was used most in their research efforts in the library.*

- ***Results:*** *A need was determined to train the students in reference and periodical research in the library. It turned out that most of the students interviewed and questioned most often used the card catalog and computer as a research tool in the library.*
- ***Action:*** *The recommendation was to develop a curriculum design to train students to be proficient in library research skills in all areas of the library.*

Curriculum Philosophy: *The philosophy is based on the John Dewey learning theory "Reflective Thinking". This theory relates to the curriculum design in that it puts the student in a situation where they sense a problem or need and clarify it with information working out suggested solutions, and testing the ideas by application. This type of learning theory covers the cognitive developmental domain. Students go through 4 stages of cognitive processes while researching materials in the library: 1. Organizing information, 2. Selecting information, 3, Understanding the task, 4. Recalling of facts and knowledge. For example, the student is in the*

library to find information on WWI. The student must determine what section of the library she or he will use to retrieve this information. The reference, catalog, computer or periodical section of the library. The student researches all 4 sections and retrieves information from each. The information taken from each section is compared to one another for clarity, categorizing, classification and organization. The information is then organized in a desired manner for appropriate presentation as a college paper.

Curriculum Goals: *1. During the course of the year students will appreciably improve their library research skills in retrieving information from library research sources. 2. During the course of the year students will appreciably improve their research skills by learning how to use the card catalog, reference, computer and periodical area of the library.*

Curriculum Objectives: *1. By the middle of the semester 85% of the students will have increased their library research skills in retrieving information by 33%. 2. By the end of the academic year 97% of students will have met or exceeded the expected condition of producing an adequate college research paper by 90%. 3. By the end of the first year 100% of all students will have increased their library research skills.*

Curriculum Design Plan:

Limited Glimpse; *Students actively being trained in library research.*

Concept; *Developing library research skills.*

Instructional Goal; *During the training periods students will learn how to retrieve information from the card catalog by 100%.*

Activity; ***Students will go to the card catalog*** *(Suggested equipment)* ***and search the subject side and author/title side of the catalog for information related to their interest. Students will search for material by Authority Control*** *(difficult terminology to be utilized).* ***Authority Control:*** *Maintenance of established headings, within a card catalog. Basically consists of establishing one standard form of a name or word under which student researchers should search within a catalog. It also involves the creation of cross reference names and terms).*

Individual Contribution; *Pierce Butler was a professor at the graduate library school, the University of Chicago and the original curator of the Wing foundation of the Newberry Library in Chicago. The title of Butler's book is " An Introduction to Library Science", Phoenix Books: The University of Chicago press; Chicago & London, 1967. This book depicts how important library research is to students, educators, scientists, and etc. It depicts techniques and procedures used to retrieve information, such as creating a hypothesis before actually doing the research, were to look for current information, historic, classical and other forms of information.*

- *Curriculum Design Methodology*

    1. *The suggested activities for exploring and arriving at each concept are as follows;*

        - *The students will be given a subject to research. The students will be taken to the card catalog and computer terminals and have it shown and explained to them how to retrieve information via card catalog and computers on the subjects they are researching.*
        - *The student will then be taken to the reference and periodical area of the library and shown how to retrieve information on their subjects via reference and periodical area of the library.*

    2. *The design of the project is presented in a manner that will facilitate students cognitive development by arriving as some conceptual framework of learning. They will have the ability to;*

        - *Retrieve Pertinent Information.*
        - *Organize Information.*
        - *Select and Categorize Information.*
        - *Put Information in Chronological Order.*
        - *The Ability to Recall Facts and Knowledge.*

Related Curriculum Areas:

1. *English*
2. *History*
3. *Reading*

Part II

Instructional Component:

1. *Unit: College Library Department*

    - *Title: Student training in library research skills.*
    - *Time allowed for learning (12.5 weeks).*

2. *The purpose of this unit is to train students in library research skills for retrieval of information.*

3. *Concepts: I. Develop library research skills in retrieving information in reference section of the library. II. Develop library research skills in retrieving information from the card catalog. III. Develop library research skills in retrieving information from the periodical and computer area of the library.*

    Instructional Goals: The student will be able to demonstrate their ability to research and retrieve information via the;

    - *Computer Terminals.*
    - *Reference Area.*
    - *Periodical Section.*
    - *Card Catalog.*

    Activities:

    - *Students will walk to the card catalog and search the indexes to find books on a subject or topic of their research paper.*
    - *Students will walk to the reference and periodical section of the library to research these areas on information pertaining to their subject.*
    - *Students will walk to the computer area of the library and search the databases and the Internet for information pertaining to their subjects or topics.*

Suggested materials and equipment to be used:

- *Ink pen or pencil*
- *Note pad*
- *Card catalog*
- *Computer*
- *Unit handouts*

Standard Vocabulary and/or Terminology:

- *Researching Techniques*
- *Authority Control*

Instructional Evaluation:

Criterion-reference test (pre-test): This test will be used prior to the students actual research training. It will test the student on their library research skills prior to their training. Formative Evaluation (test & quizzes – midterm tests) students will be trained in locating information from the library. Students will be given tests and quizzes every 21 days. This will test How well they are learning how to research. Summative Evaluation(posttest). At the end of training , each student will be given a topic or subject. Each student will then be required to locate and retrieve information on the topic or subject given. The students ability to locate and retrieve this information will be graded.

Part III

Lesson Plan:

- ***Title: Student training library research skills.***
- ***Level: College Freshmen and Adult Learners.***
- ***Time span: 12.5 weeks.***
- ***Instructional Goals: The student will be able to demonstrate their ability to research and retrieve information via the;***

    1. ***Card Catalog; Computer Terminals:***
    2. ***Periodical and Reference area of the library.***

Instructional Objectives:

1. ***After the student have done the necessary research 99.75% will have the ability to organize gathered information.***
2. ***After students have completed the necessary gathering and organizing information 99.75% will have the ability to categorize information.***
3. ***After students have gathered, organized and categorized the information 100% will have the ability to complete an adequate college research paper.***

Instructional Activities:

1. ***Students will organize information gathered from card catalog, computer, periodical and reference section of the library.***
2. ***Students will categorize information gathered, organized.***
3. ***Students will develop a college research paper from the information gathered, organized and cataloged.***

Evaluation Technique:

- ***Pre assessment:*** *This will consist of a pre test that test the students knowledge of library research skills prior to their training.*

- ***Formative evaluation:*** *Students will be trained in library research skills. Every 21 days students will be given short quizzes and tests on what they have learned in library research. In the middle of the semester students will be given a midterm examination testing what they have learned for the first 60 days.*

- ***Summative evaluation:*** *The students will be given a final exam at the end of 12.5 weeks. This examination will test the students cognitive ability on how to apply their library research skills in searching for information on certain topics and subjects in the reference, periodical, card catalog and computer area of the library.*